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ABSTRACT

A questionnaire on attitudes toward discipline problems and classroom management strategies was submitted to 71 secondary school teachers. Thirty-eight of the respondents taught in a large inner-city junior high school composed of equal percentages of White, Black, and Hispanic students. The remaining 33 respondents taught in a small, suburban school in an affluent district with a predominantly white student population. The first section of the questionnaire dealt with classroom management techniques, characteristics of students viewed as discipline problems, and corrective measures employed in the schools. The second section asked for rank ordering in importance of the major causes of discipline problems, the most frequently occurring problems, and ways to improve discipline. Results showed that a majority of the teachers agreed with over half of the statements presented in the first section, and that they were in solid agreement that discipline problems were greater in the inner-city school. When teachers ranked in order of importance the major causes of discipline problems, problem frequency, and ways to improve discipline, few rankings were found statistically different. Analysis of responses indicated that teachers recognize the need for competence in classroom management, feel a need for administrative support in handling problems, and are receptive to more training in classroom management. Several suggested guidelines for inservice planning are discussed. (JD)

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TEACHERS' PERCEPTIONS OF SCHOOL DISCIPLINE: THEIR IMPACT ON STAFF DEVELOPMENT DELIVERY

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ABSTRACT

Attitudinal data on classroom management and discipline were collected from 71 teachers in two demographically contrasted secondary schools. Teachers' perceptions of the causes of discipline problems, the types and frequency of discipline problems and intervention strategies are described.

Analysis indicated that teachers recognize the need for competence in classroom management and are receptive to more training in this area. Significant differences in attitudes were found when the sample of teachers was partitioned by geographic location of the school, teacher's sex, and years of teaching experience. These differences in attitudes should influence the design of inservice staff development programs on classroom management. Several suggested guidelines for inservice planning are discussed.

TEACHERS' PERCEPTIONS OF SCHOOL DISCIPLINE: THEIR IMPACT ON STAFF DEVELOPMENT DELIVERY

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In fourteen of its fifteen years, the Gallup poll of public attitudes toward education has identified discipline as the largest problem facing the public schools. Although lack of discipline in the home was the most frequently cited cause (72%), it was not the only perceived cause of school discipline problems. Those responding to the 1983 poll also identified factors related to teachers' effectiveness and school policies as contributors to the problem. Of these factors, the three most frequently cited were (1) "Some teachers are not properly trained to deal with discipline problems" (42%); (2) "Students who are constant troublemakers often cannot be removed from school" (42%); and (3) "The courts have made school administrators so cautious that they do not deal severly with student misbehavior" (41%). While the public recognizes that the schools are not the major cause of school discipline problems, they do not view the schools as competently handling problems which exist. Thirty-nine percent of respondents to the 1983 poll rated the local schools at a "D" or "F" level in "the way discipline is handled" and 41% gave their local schools a "D" or "F" for "the behavior of students" (Gallup, 1983, p. 35-37).

This concern for discipline is not limited to outsiders--teachers also list discipline problems as a major concern. The

NEA (1977) reported that 66% of responding teachers viewed managing student behavior as the main problem faced in teaching. Many teachers feel they are unable to even cope with, much less resolve, the discipline problems they face each day (Kindsvetter, 1978). When teachers leave teaching, the most frequently cited reason for leaving the profession is discipline (Gallup, 1982).

The discipline problems which drive teachers from the profession and undermine public confidence in education are not isolated in larger cities or less affluent areas. The Senate Subcommittee to Investigate Juvenile Delinquency (Bayh, 1978) reported that escalating violence, vandalism, and disciplinal problems were found in "any city, suburb, or town, irrespective of geographic location or per capita income" (p. 300). The literature suggests that discipline problems are universal. What are the implications of teachers' attitudes toward discipline problems and classroom management strategies for planning and delivering staff development programs? This study analyzes the attitudes of a limited sample of teachers and suggests principles to guide the delivery of coherent and effective staff development programs.

Teachers' Perceptions of Discipline Problems and Classroom Managment Strategies

Guided by discipline issues found in the literature (see for example: NASSP Bulletin, 1979; Phi Delta Kappan, 1978; and Wolfgang & Glickman, 1980) a 26 item questionnaire was developed

to determine similarities and differences in attitudes toward discipline problems and classroom management strategies. The first section of the questionnaire (23 items) dealt with three issues: (1) classroom management techniques, (2) characteristics of students viewed as disciplinal problems, and (3) corrective measures employed in schools. These items required replies of "agree," "disagree," or "undecided." The second section of the questionnaire (3 items) asked respondents to rank in order of importance: (1) the major causes of discipline problems, (2) the most frequently occurring problems, and (3) ways to improve discipline in schools.

Respondents to the questionnaire included seventy-one teachers in two public schools in a large eastern metropolitan area. Thirty-eight of the respondents taught in a 1,200 pupil, inner-city, junior high school with a population composed of equal percentages of white, black, and hispanic students. The remaining 33 respondents taught in a smaller, suburban, middle school located in an affluent district just outside the city's boundary. The student population numbered approximately 700 and 90% of the students were white. In the total sample, there were 36 male teachers and 33 female teachers. (Some respondents failed to record their sex on the questionnaire.) Forty-eight of the teachers had ten years or less teaching experience and 23 teachers had taught more than ten years. (See Table 1.)

Responses to the first section of the questionnaire were initially analyzed to determine similarities in the responses

of urban and suburban teachers. (Similarities are defined as ≥50% of the teachers responding "agree" to an item.) A majority of the teachers agreed on 13 of the 23 items addressing classroom techniques, characteristics of students viewed as disciplinal problems, and corrective measures employed in schools. The thirteen items are listed below in the order in which they appear in the questionnaire:

(1) Good teachers must be competent in curbing disruptive behavior (89%);

(2) Stress related to classroom management is influential in failure among novice teachers (62%);

(3) The public's view that discipline is the most important problem facing the schools is warranted (60%);

(4) Discipline problems are more frequent in city schools (68%);

(5) Teachers need more skill and training in classroom management (90%);

(6) Discipline problems do not have racial or ethnic overtones (68%);

(7) Those concerned with discipline all have different concepts of the problem (82%);

(8) Additional administrative procedures could improve discipline (59%);

(9) The back-to-basics movement implies tougher and stricter discipline (68%);

(10) Student assaults on teachers should be handled by the courts (73%);

(11) Parents should be legally responsible for their child's vandalism of school property (94%);

(12) Students should have input into classroom rules (59%);

(13) Most students with chronic disciplinal problems are poor students academically (65%).

Responses were then partitioned into subsamples by the location of the school (urban/suburban), years of teaching experience ($\leq$10 years/$>$10 years), and sex (male/female). Chi Square Analysis for homogeneous samples was used to determine statistically significant differences within and among the three partitionings. Three by two contingency tables were constructed and Chi Squares were calculated employing Yates correction factor for small cell frequencies (Ferguson, 1971). (All significant differences are reported in Table 2.)

When responses from urban and suburban teachers were compared, four statistically significant differences resulted. Although 65% of both urban and suburban teachers agreed that a characteristic of chronic disiciplinal students was poor achievement, there were significant differences between urban and suburban teachers' perceptions of student involvement in extracurricular activities ($p < .01$). More suburban teachers (27%) characterized chronic disciplinal students as students

who were also inactive in other school activities. While both groups of teachers agreed that discipline problems were more frequent in urban schools, more suburban (58%) than urban teachers (24%) reported receiving training in classroom managment ($p < .05$). Urban teachers were more agreeable to modifying compulsory education as a corrective measure for dealing with discipline problems ($p < .01$). More than half of the urban teachers (55%) compared to barely one fourth of the suburban teachers (24%) agreed that youths who exhibited chronic discipline problems should be allowed to leave school at an earlier age. Agreement with this radical approach for correcting chronic discipline in schools may stem from the significant differences between perceptions of their control over discipline problems ($p < .01$). While only 33% of the suburban teachers viewed causes of discipline problems as beyond the school's control, 68% of urban teachers held this viewpoint.

Two significant differences were found when responses were partitioned into male.female subsamples. Male teachers (58%) were more likely than female teachers (42%) to cite discipline problems as beyond the school's control ($p < .10$). However, a greater percentage of female teachers (77%) than male teachers (47%) reported that discipline had worsened, evidenced by more students involved and the severity of the discipline problems ($p < .10$).

One significant difference was found when teachers' responses were partitioned according to years of teaching experience ($p<.05$). Seventy-four percent of the teachers with more than ten years of teaching experience compared to 42% of teachers with ten or fewer years teaching felt that classroom behavior had worsened since they began their teaching careers.

Teachers' responses to the second section of the questionnaire showed more commonality than differences. When teachers ranked in order of importance the major causes of discipline problems, the most frequently occurring problems, and ways to improve discipline in schools few rankings were found to be statistically different. A permissive society was ranked as the greatest cause of discipline problems while violence in the media was considered to have the least impact. (See Table 3.) Disrespect for other students was considered the most frequently occurring problem in the classroom; fighting was the least frequent. (See Table 4.) Teachers chose more effective and efficient administrative procedures as the method most likely to improve discipline. Better counseling and guidance strategies were viewed as the least likely method for improvement (See Table 5.)

Implications for Staff Development

This modest study supports two widely held beliefs that teachers recognize the need for competence in classroom management and are receptive to more training in this area. It also verifies that those who agree that discipline is a

problem facing schools do not necessarily share similar concepts of the problem. The range of differences found in the present study, both within and between schools, suggests that thoughtful and systematic attention be given to the needs of the particular setting and the audience of that setting. These needs evolve from a variety of factors unique to the situation. What are some of these factors?

The investigation revealed both similarities and differences in sample sub-group perceptions of discipline problems and classroom management strategies. These include: (1) teachers' perceptions that administrators need to be more involved in preventing and resolving discipline problems; (2) variations in the concepts of discipline problems and corrective measures among teachers, administrators, parents and students; (3) types of students involved in discipline problems; (4) teachers' perceptions of the most frequently occurring discipline problems; (5) teachers' sense of helplessness or control in dealing with discipline problems; (6) differences between experienced and novice teachers; and (7) teachers' preparation for dealing with classroom management.

Because the variables listed above are major concerns for both educators and those outside the educational mainstream, successful management of discipline problems seems a logical focus for school improvement programs. School improvement, implying changes and not necessarily remediation of deficiencies, has been successfully achieved through staff development. (See

for example: Courter & Ward, 1983; Mohlman Sparks, 1983; and Wood, Thompson, & Russell, 1981.) While it cannot be suggested that the results of this investigation are generalizeable, these variables need attention before staff development can be planned and delivered. How can these variables be translated into guidelines for staff development?

The first variable addressed is teachers' perceptions that administrators be more involved in preventing and resolving discipline problems. Although teachers are typically viewed as the central figures in any school improvement efforts, commitment and involvement of other school personnel are necessary requisities for success. For staff development to effectively respond to changes needed in school discipline, any school persons who have an investment in seeing those changes occur are likely participants for staff development programs. The variable pointing to variations in the concepts of discipline problems and corrective measures among teachers, administrators, parents, and students endorses staff development programs extending beyond teacher participation. Therefore, guidelines for staff development focused on discipline problems and classroom management strategies are aimed at three levels of participation: district, school, and the classroom teacher.

Clarity of goals begins at the district level. During the first phase of staff development, commitment to shared norms on discipline needs to occur. With input from building

administrators, teachers, service personnel, students, parents, and community resources, central office needs first to determine and communicate a district-wide discipline policy. This policy establishes parameters for individual schools to construct discipline programs which are appropriate for each setting and its constituents.

Involvement of central office from the outset of staff development is also necessary for guaranteeing support in the way of time, money, materials, and expert guidance and assistance once training in specific skills and strategies begins. This support commences with inservice programs to familiarize all district staff with multiple perspectives of classroom management. Awareness of these perspectives provides the knowledge base for later decisions made at the school level.

Each individual school then develops staff development objectives that are congruent with district goals but are specific to the needs of the setting. Two variables determined through the present investigation specify variations in the severity and types of discipline problems encountered in schools and descriptions of students who are disciplinal problems. Careful analysis of the school's discipline history is necessary to formulate clear and specific objectives appropriate for the setting and audience. At this stage, school staff need also to agree upon a discipline code that will be actively employed and enforced. Involvement and

input from students, parents, and community resources continue to be requisites for sucessful understanding and implementation of the discipline code.

Knowledge acquisition and training in classroom management skills accompany the proposal of a school discipline code. While at the district level, school staff were introduced to a broad range of theoretical perspectives, options now should be focused to provide consistency of classroom management strategies used. In addition to being familiar with theoretical perspectives on classroom management, participants need to observe demonstrations by persons who have expertise in using management strategies and also need practice time and feedback related to their performance level as they themselves try out these strategies (Joyce & Showers, 1982). Accompanying the replication of technically correct strategies is reflection and analysis on when and which strategies should be implemented in the classroom.

As the process of transferring these strategies to the classroom begins, the teacher becomes the central figure of staff development efforts. Ideas and skills acquired through staff development sessions at the district and school levels need now to be applied to classroom practices. Three of the seven variables cited above address teachers' perceptions of discipline and classroom management that imply different levels of readiness and professional competence. For example, while

some teachers feel they have control over discipline problems encountered in their classrooms, others may feel more helpless because of external conditions they associate with school discipline. Experienced teachers may both perceive and deal with desicipline problems differently from novice teachers. Previous training in classroom management also may influence feelings of competence and readiness for implementing classroom management strategies. Because these differences exist, staff development at the classroom level becomes individualized and embedded in the context of the teacher's classroom.

A job-embedded approach to staff development implies focused attention to the needs of each teacher as he or she tries out newly acquired management strategies in his or her classroom. However, the realization of improved classroom management is unlikely if the teacher attempts the implementation without receiving feedback on the performance. The presence of another person in the classroom is needed to provide feedback on the witnessed performance and to help the teacher explore consequences and alternatives related to the performance. This additional person also provides needed support in the initial awkward stages of trying out new strategies to improve classroom discipline. (See Joyce & Showers, 1983, for their discussion on "coaching" from which the above ideas were developed.)

Job-embedded staff development implies long-term commitment

A series of observations and conferrals are necessary to help teachers develop classroom environments congruent with district and school discipline policies as well as student needs. Who should provide support and feedback through these observations and conferences? The building principal's presence is one way to assure teachers of his or her continued support and assistance in meeting staff development objectives. Teams of teachers have also been suggested for fulfilling this role (Joyce & Showers, 1983; Wood, Thompson, & Russell, 1981). More important than the title of the person observing and conferring about the teacher's use of management strategies, mutual support and the sense of common purpose to achieve valued goals need to be emphasized.

Enactment of district and school discipline policies and the classroom teacher's implementation of managment strategies has now been set in motion. However, these cannot be assumed as permanent procedures. The district and school staffs, as well as parents and community resources, must remain committed to the staff development goals with constant monitoring to determine if they are being met and how effective they are in improving school discipline.

Conclusions

This research explored teachers' attitudes toward discipline problems and classroom management strategies and suggested a design for staff development programs in the area of classroom management. While examination of this attitudinal data

yielded patterns which guided the design for delivery of staff development, future research into teachers' moral development, conceptual development, locus of control, and sense of efficacy would further inform the delivery of staff development in this critical area.

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TABLES

Table 1

MAKEUP OF TEACHERS RESPONDING TO SURVEY

	Total		Experience				Sex[a]			
	surveys returned	aver. teaching exp. (yrs.)	≤ 10 years	aver. exp. (years)	> 10 years	aver. exp. (years)	male	aver. exp. (years)	female	aver. exp. (years)
Total	71	9.9	48	5.7	23	18.6	36	9.1	33	10.5
Urban	38	8.1	29	6.0	9	15.1	20	7.3	16	8.4
Suburban	33	11.9	19	5.3	14	20.9	16	11.4	17	12.4

a) sum of males and females may not equal total responding due to some teachers failing to indicate sex

Table 2

Survey Responses (Section One)

1. Good teachers must be competent in curbing disruptive behavior in the classroom.

	agree	disagree	undecided
School			
suburban	91	3	3
urban	87	5	8
Experience			
≤ 10 yrs.	86	6	8
> 10 yrs.	96	0	0
Sex			
male	92	3	5
female	88	6	3

2. Stress related to classroom management is the most influential factor in failure among novice teachers.

	agree	disagree	undecided
School			
suburban	55	21	24
urban	68	16	13
Experience			
≤ 10 yrs.	63	15	21
> 10 yrs.	61	26	13
Sex			
male	61	22	17
female	61	15	21

3. Teachers need more skill and training in how to deal with disruptive classroom behavior.

	agree	disagree	undecided
School			
suburban	91	3	6
urban	90	5	5
Experience			
≤ 10 yrs.	88	6	6
> 10 yrs.	96	0	4
Sex			
male	88	6	6
female	91	3	6

4. I would enroll in graduate level or inservice courses pertaining to classroom management techniques.

	yes	no	undecided
School			
suburban	52	15	33
urban	42	37	21
Experience			
≤ 10 yrs.	52	27	21
> 10 yrs.	35	26	39
Sex			
male	47	25	28
female	43	30	27

5. Did you receive any training in classroom management?

**	yes	no
School		
suburban	58	42
urban	24	74
Experience		
≤ 10 yrs.	38	62
> 10 yrs.	43	52
Sex		
male	44	56
female	36	64

6. The public's view that discipline is the most important problem facing the schools today, is warranted.

	agree	disagree	undecided
School			
suburban	58	27	15
urban	63	32	5
Experience			
≤ 10 yrs.	60	27	13
> 10 yrs.	61	35	4
Sex			
male	58	31	11
female	64	27	9

* Significant at the .10 level.

** Significant at the .05 level.

*** Significant at the .01 level.

Table 2 Continued

7. General classroom behavior has worsened since you first began teaching.

	agree	disagree	not applicable, taught less than 3 yrs.
School			
suburban	61	39	0
urban	45	45	10
Experience **			
≤ 10 yrs.	42	50	8
> 10 yrs.	74	26	0
Sex *			
male	53	44	3
female	52	39	9

8. If agreed with question 7 then the worsening discipline problems are evidenced by:

	greater nos. of student involved	more severe instances	both more students & more severe instances
School			
suburban	15	5	55
urban	23	6	71
Experience			
≤ 10 yrs.	20	10	55
> 10 yrs.	18	0	71
Sex			
male	37	11	47
female	0	0	77

9. Disciplinary problems are more frequent in city schools than in suburban or rural schools.

	agree	disagree	undecided
School			
suburban	76	15	9
urban	61	26	11
Experience			
≤ 10 yrs.	65	25	10
> 10 yrs.	74	13	9
Sex			
male	69	17	14
female	70	31	6

10. Many disciplinary problems lie totally beyond the school's control.

	agree	disagree	undecided
School ***			
suburban	33	49	18
urban	68	21	8
Experience			
≤ 10 yrs.	56	33	11
> 10 yrs.	44	35	17
Sex *			
male	58	39	3
female	42	30	24

11. Many of the disciplinary problems in a school have racial or ethnic overtones.

	agree	disagree	undecided
School			
suburban	18	70	9
urban	26	66	5
Experience			
≤ 10 yrs.	29	67	4
> 10 yrs.	9	70	13
Sex			
male	28	67	5
female	15	70	9

12. Teachers, administrators, parents, and students all have different concepts of what constitutes a disciplinary problem and the appropriate corrective measures to be taken.

	agree	disagree	undecided
School			
suburban	85	9	3
urban	79	13	8
Experience			
≤ 10 yrs.	81	13	6
> 10 yrs.	83	9	4
Sex			
male	92	5	3
female	70	18	9

* Significant at the .10 level.

** Significant at the .05 level.

*** Significant at the .01 level.

Table 2 Continued

13. More active, efficient, and determined administrative procedures would improve discipline.

	agree	disagree	undecided
School			
suburban	97	0	3
urban	92	5	3
Experience			
≤ 10 yrs.	94	4	2
> 10 yrs.	96	0	4
Sex			
male	88	6	6
female	100	0	0

14. The back to basics movement implies tougher and stricter discipline.

	agree	disagree	undecided
School			
suburban	58	27	15
urban	76	16	8
Experience			
≤ 10 yrs.	67	19	14
> 10 yrs.	70	26	4
Sex			
male	70	22	8
female	67	18	15

15. Compulsory education should be modified so that youths that are chronic disciplinary problems could leave school at an earlier age.

***	agree	disagree	undecided
School			
suburban	24	42	30
urban	55	29	16
Experience			
≤ 10 yrs.	42	37	21
> 10 yrs.	39	30	26
Sex			
male	47	33	17
female	33	37	30

16. Corporal punishment is a legitimate means of producing desirable student behavior.

	agree	disagree	undecided
School			
suburban	33	3	64
urban	24	5	71
Experience			
≤ 10 yrs.	23	4	73
> 10 yrs.	39	4	57
Sex			
male	31	8	61
female	27	0	73

17. Student assaults on teachers should be handled by the courts.

	agree	disagree	undecided
School			
suburban	70	6	21
urban	76	5	16
Experience			
≤ 10 yrs.	77	6	17
> 10 yrs.	65	4	22
Sex			
male	81	5	14
female	67	6	24

18. Parents should be legally responsible for their child's vandalism of school property.

	agree	disagree	undecided
School			
suburban	91	6	3
urban	97	0	3
Experience			
≤ 10 yrs.	98	0	2
> 10 yrs.	87	9	4
Sex			
male	94	6	0
female	94	0	6

* Significant at the .10 level.

** Significant at the .05 level.

*** Significant at the .01 level.

Table 2 Continued

19. Schools should become more responsible for the moral training of children.

	agree	disagree	undecided
School			
suburban	46	33	21
urban	29	50	18
Experience			
≤ 10 yrs.	31	50	19
> 10 yrs.	48	26	22
Sex			
male	36	44	19
female	36	42	18

20. Extension of students' rights has limited the school's control of discipline.

	agree	disagree	undecided
School			
suburban	49	33	18
urban	53	26	21
Experience			
≤ 10 yrs.	50	29	21
> 10 yrs.	52	30	18
Sex			
male	50	33	17
female	49	27	24

21. Students should have input into the making of classroom behavior rules.

	agree	disagree	undecided
School			
suburban	61	24	85
urban	58	39	3
Experience			
≤ 10 yrs.	54	38	8
> 10 yrs.	70	21	9
Sex			
male	58	33	9
female	61	30	9

22. Most students classified as chronic disciplinary problems are also poor students academically.

	agree	disagree	undecided
School			
suburban	55	0	45
urban	74	3	23
Experience			
≤ 10 yrs.	65	2	33
> 10 yrs.	65	0	35
Sex			
male	61	0	39
female	67	3	30

23. Most students classified as chronic disciplinary problems are also inactive in after school activities.

	agree	disagree	undecided
School***			
suburban	27	6	67
urban	71	0	26
Experience			
≤ 10 yrs.	56	4	40
> 10 yrs.	39	0	57
Sex			
male	53	3	44
female	49	3	46

* Significant at the .10 level.

** Significant at the .05 level.

*** Significant at the .01 level.

TABLE 3

Major Causes of Disciplinary Problems

Cause	Total		Type of School				Sex				Experience			
			Urban		Suburban		Male		Female		≤ 10		> 10	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
	N = 71		N = 38		N = 33		N = 36		N = 35		N = 48		N = 23	
Permissive Society	1	57	2	47	1	67	2/3	48	1	73	2	48	1	74
Broken Families	2	48	1	53	2	42	1	50	2	42	1	50	2	44
Faults within Schools	3	37	3	42	3	30	2/3	48	3	33	3	42	3	26
Decrease in Traditional classrooms	4	21	4	18	4	24	4	22	4	21	4	23	4/5	17
Drugs/Alcohol	5	11	5	8	5	15	5	11	5	12	5	10	6	13
Violence in the Media	6	7	6	3	6	12	6	3	6	9	6	2	4/5	17

TABLE 4

Most Frequently Occurring Problems

Problem	Total		Type of School				Sex				Experience			
			Urban		Suburban		Male		Female		≤ 10		> 10	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Disrespect for Fellow Students	1	58	2	58	2	58	1	58	4	55	1	60	3/4	52
Disinterest in School	2	56	1	63	4	49	2	56	2/3	61	2	58	3/4	52
Excessive Talking	3	52	4	40	1	67	5	39	1	67	3/4	44	1	70
Lack of Attention	4	51	3	50	3	52	3/4	42	2/3	61	3/4	44	2	65
Disrespect for Teacher	5	25	6	18	5	33	**3/4	42	**7	6	5	31	6/7	13
Lateness/Poor Attendance	6	24	**5	37	**7	9	6	19	5	30	6	21	5	30
Vandalism	7	13	8	8	6	18	7/8	11	6	12	7	13	6/7	13
Fighting	8	7	7	11	8	3	7/8	11	8	3	8	8	8	4

** P ≤ .01

Table 5

Ways to Improve Discipline in the Schools

Method	Total		Type of School				Sex				Experience			
			Urban		Suburban		Male		Female		≤ 10		> 10	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Administrative Procedures	1	62	1	55	1	70	1	53	1	76	1	65	1	57
Stricter/Consistent Discipline	2	47	*2	37	*2	58	2	42	2	52	2	44	2	52
Curriculum Reform	3	25	3/4	29	3	21	5	22	3	27	4	21	3	35
School/Community Communication Improvement	4	23	3/4	29	5	15	4	25	4	18	5	19	4	30
Better Teacher Preparation in Classroom Management	5	20	5	21	4	18	*3	31	*5/6	9	3	23	5	13
Counseling/Guidance	6	7	6	5	6	9	6	6	5/6	9	6	8	6	4

* $P \leq .10$